

Weston 1 Superintendent Evaluation Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Weston 1 Superintendent Evaluation* demonstrated alignment to **three** of the **seven** *Wyoming Education Leader Standards*. Using these criteria, the review team concluded that the *Weston 1 Superintendent Evaluation* **is not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Weston 1 Superintendent Evaluation* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	1/8	Not Aligned
Standard 2	0/6	Not Aligned
Standard 3	3/7	Not Aligned
Standard 4	3/4	Not Aligned
Standard 5	4/6	Aligned
Standard 6	3/4	Aligned
Standard 7	3/5	Aligned

Table 2. Detailed Weston 1 Superintendent Evaluation Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Weston 1 Superintendent
<i>Standard 1 - Clear and Consistent Focus on Maximizing the Learning and Growth of All Students</i>	<i>Section 1 - General Performance Expectations</i>

Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.	<i>No Alignment</i>
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	<i>No Alignment</i>
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	<i>No Alignment</i>
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	<i>No Alignment</i>
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	<i>No Alignment</i>
Key Element F. Lead the implementation of a high-quality student support and assessment system.	<i>No Alignment</i>
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	Section 1: General Performance Expectations: (D) To hold high expectations for students, staff, and self.
Key Element H. Work with staff to evaluate and use data to improve student achievement.	<i>No Alignment</i>
Standard 2 - Instructional and Assessment Leadership	<i>No Alignment</i>
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	<i>No Alignment</i>
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	<i>No Alignment</i>
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	<i>No Alignment</i>
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	<i>No Alignment</i>
Key Element E. Promote the effective uses of technology to support teaching and learning.	<i>No Alignment</i>

Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	Section 1 – General Performance Expectations Section 2 – Specific Job Targets
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	<p>Section 1: General Performance Expectations: (H) To evaluate administrators objectively, fairly and with a focus on children.</p> <p>Section 2: Specific Job Targets: (A) To personally observe the teaching of all initial contract teachers a minimum of twice during the year and to observe the teaching of each continuing contract teacher at least twice once every three years.</p> <p>Section 2: Specific Job Targets: (C) To improve the School District evaluation process by developing and/or improving the administrator’s skills in this area.</p>
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	No Alignment
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	No Alignment
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	Section 1: General Performance Expectations: (C) To do effective short-range and long-range planning.
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	No Alignment
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	No Alignment
Key Element G. Facilitate high functioning groups of faculty and staff.	Section 1: General Performance Expectations: (F) To adequately staff the school district educational and extra-curricular programs. (To oversee the personnel administration of the school district)

	Section 1: General Performance Expectations: (G) To promote administrative competency and supervisory proficiency.
Standard 4 - Vision, Mission, and Culture	Section 1 – General Performance Expectations
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	No Alignment
Key Element B. Articulate, advocate, and cultivate core values that define the school’s and district’s culture .	Section 1: General Performance Expectations: (D) To hold high expectations for students, staff, and self.
Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	Section 1: General Performance Expectations: (A) To provide comprehensive pupil services in a positive, well-disciplined school climate for the general student population and for a typical student. Section 1: General Performance Expectations: (J) To appropriately manage the school district physical facilities.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	Section 1: General Performance Expectations: (C) To do effective short-range and long-range planning.
Standard 5 - Efficient and Effective Management	Section 1 – General Performance Expectations Section 2 – Specific Job Targets
Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.	Section 1: General Performance Expectations: (F) To adequately staff the school district educational and extra-curricular programs. (To oversee the personnel administration of the school district) Section 2: Specific Job Targets: (B) To continue the task of the development of a cohesive, productive “Administrative Team”.
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	Section 1: General Performance Expectations: (I) To recommend policies for adoption and to implement board policies and directives.
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are	Section 1: General Performance Expectations: (C) To do effective short-range and long-range planning.

supported by the best research available and are aligned to school and district plans.	
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	No Alignment
Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	<p>Section 1: General Performance Expectations: (E) To effectively administer the school district budget.</p> <p>Section 1: General Performance Expectations: (J) To appropriately manage the school district physical facilities.</p>
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	No Alignment
Standard 6 - Ethics and Professionalism	Section 1 - General Performance Expectations
Key Element A. Lead with integrity	<p>Section 1: General Performance Expectations: (D) To hold high expectations for students, staff, and self.</p> <p>Section 1: General Performance Expectations: (M) To improve him/herself professionally and personally while successfully meeting the challenges of school district management.</p>
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	Section 1: General Performance Expectations: (D) To hold high expectations for students, staff, and self.
Key Element C. Contribute to district and state initiatives.	Section 1: General Performance Expectations: (L) To attend appropriate local, regional, state, and national professional meetings.
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	Section 1 - General Performance Expectations Section 2 - Specific Job Targets
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	Section 1: General Performance Expectations: (K) To attend all school board meetings, work sessions, retreats, etc.

	Section 2: Specific Job Targets: (D) To facilitate good communication between the community and the schools.
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	<p>Section 1: General Performance Expectations: (B) To develop and maintain positive relationships with the public, staff, and board members.</p> <p>Section 2: Specific Job Targets: (D) To facilitate good communication between the community and the schools.</p>
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	<i>No Alignment</i>
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	<p>Section 1: General Performance Expectations: (B) To develop and maintain positive relationships with the public, staff, and board members.</p> <p>Section 2: Specific Job Targets: (D) To facilitate good communication between the community and the schools.</p>
Key Element E. Are intentional about considering improvement ideas from outside the school system.	<i>No Alignment</i>

